

GENERATION



Generation Y

2003-2004 Evaluation Data

*Prepared for **Generation YES** by the
Northwest Regional Educational Laboratory*



This report includes data from the following schools:

ICOE - Imperial County Office of Education - California

Bill E. Young Middle School, Calipatria
Borrego Springs High School, Borrego Springs
Calipatria High School, Calipatria
De Anza Junior High School, Calexico
Heber Elementary School, Heber
Holtville High School, Holtville
Mountain Empire Sr. High School, Pine Valley
Warner High School
William Moreno Jr. High School, Calexico

Generation Y Evaluation Results

The following report contains data generated from the Generation Y class or classes recently delivered in your school, district, or region. Depending on how your Generation Y programs were funded, the data may represent a single school, multiple schools within a district, or some other grouping of schools on a regional or statewide basis. This report has been prepared by the Evaluation Program of the Northwest Regional Educational Laboratory as part of the suite of services provided to your school(s) by Generation YES.

All of the information contained in this report is collected through a variety of online surveys and forms provided by the Generation Y website, including the following:

- Pre- and post-surveys completed by participating Gen Y students,
- Titles of collaborative projects undertaken by Gen Y students and their partner-teachers,
- Surveys completed by Gen Y partner-teachers at the end of the each class, and
- Surveys completed by Gen Y teachers at the end of each class.

It should be noted that this report makes no attempt to evaluate the quality or significance of specific projects completed by teams of Gen Y students and their partner-teachers. A meaningful assessment of the overall impact of your Gen Y program should consider the contents of this report in combination with a local evaluation of how the Gen Y program has been used to support teaching and learning in your particular context.

We hope you find this information to be of interest and value. Generation Y's intended purpose is to assist with the effective integration of technology in teaching and learning, while engaging students in constructive, meaningful activities that support teachers and other members of the school community. The information presented here will hopefully provide you with a snapshot of those activities, as well as an appreciation for how those activities support technology integration and student engagement in your schools. In addition to this 'localized' report, a national report summarizing program data from across the nation is also available on the [Generation YES website](#). Interesting similarities and differences may be discerned by comparing data and information from individual schools or regions with national data.

Overview of Generation Y

The core of Generation Y is the establishment of collaborative partnerships between students and teachers, with the express purpose of facilitating the integration of modern digital technologies in the practice of teaching. Gen Y promotes the effective use of educational technology in schools, provides opportunities for meaningful student engagement and leadership, and fosters the establishment of a true learning community by blurring the distinctions between teachers and learners. Rather than teaching technology skills to teachers in the hope that they will use those skills to improve their teaching, Generation Y trains students to form working partnerships with their teachers in order to positively impact teaching, learning, and school culture. Students become agents of change, assuming responsibility for helping to improve the availability and use of customized educational resources.

Generation Y students learn technology skills with an emphasis on applying those skills to a real-world problem: helping teachers use technology to deliver more engaging and effective lessons. Students and their partner-teachers learn how telecommunications tools, the World Wide Web, digital media, presentation tools, global positioning systems, and other emerging technologies can enhance lessons and curriculum units. Gen Y students have the additional opportunity, through working with their partner-teachers, to develop an appreciation of sound pedagogical practice, including: (a) the identification of learning objectives; (b) the consideration of assessment strategies; and (c) the alignment of projects with state or local curriculum standards.

Gen Y students are paired, either individually or in teams, with a partner-teacher or other school staff member. Initial team meetings are held to decide upon a lesson, curriculum unit, or other school need that might be addressed through a technology enriched, collaborative project. The Gen Y student then takes primary responsibility for the “nuts & bolts” technology components of the project, while the teacher ensures content accuracy and pedagogical appropriateness. The resulting projects are then used in the partner-teacher’s regular classroom, or in the library, administrative offices, etc. Through this model, educators receive targeted, individualized support as they improve their skills in using and integrating new instructional technologies. Students learn technology, communication, collaboration, and project management skills in an authentic, personally meaningful context. Many then go on further extend their skills through more advanced school or community service projects.

The Generation Y program was originally developed, beginning in 1996, in the Olympia (Washington) School District, funded by a five-year award from the U.S. Department of Education’s Technology Innovation Challenge Grant program. In addition, numerous state and local grants, as well as corporate sponsorships, have supported the development of the instructional model and materials, enabling the dissemination of the model to schools beyond Olympia. Currently, Gen Y classes are provided through the Generation YES organization to schools nationwide. The program provides a model that can be tailored to fit a wide range of grade levels, technology infrastructures, scheduling requirements, interests, and skill levels of participating students. In the summer of 2000, the program was awarded a rare “Exemplary” rating by the department’s Expert Panel on Educational Technology, a distinction limited to only two of 134 evaluated programs.

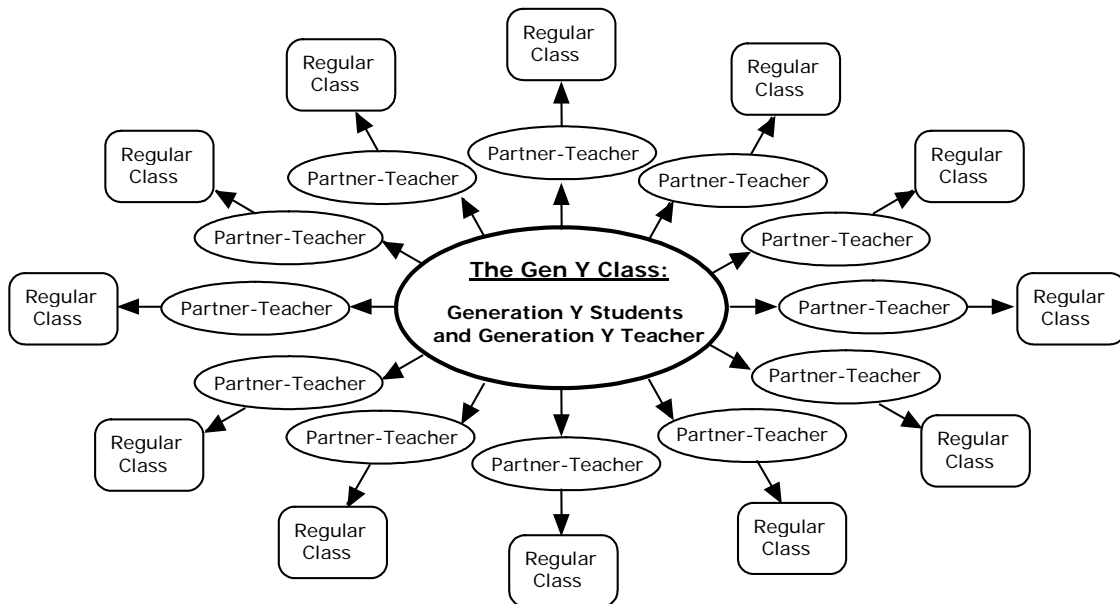
Data from the nationwide project indicate that Generation Y can be an effective alternative for schools wishing to further integrate technology into their regular curriculum offerings while increasing their use of project-based, student-centered learning practices. The model provides individualized support for educators seeking to increase their integration of instructional technologies without becoming sidetracked from their primary professional responsibilities—building and delivering effective curriculum lessons and units. Gen Y achieves this by providing students with the skills and opportunity to act as responsible partners with their teachers in creating new curriculum materials and developing new teaching and learning practices.

Participating teachers and students have consistently reported that their involvement in Generation Y afforded them an excellent opportunity to improve their basic technology skills while developing more advanced abilities to integrate technology into standards-based lessons, projects, and curriculum units. Both teachers and students report that they have gained valuable experience developing their skills in technology use, collaboration, project management, and information literacy, while contributing to the improvement of their schools. Most have found the Gen Y approach to be an effective professional

development strategy for teachers, as well as an effective means to increased student engagement, learning, and leadership.

For those unfamiliar with Generation Y, the term “partner-teacher” refers to classroom teachers who are paired with a Gen Y student. These teams then collaborate in the development and delivery of a lesson or unit, incorporating modern digital technology, to the partner-teacher’s class(es). The term “Generation Y teacher” refers to the individual who delivers and manages the Gen Y class, working with *all* Gen Y students in a school. The Gen Y teacher guides student acquisition of new skills and knowledge through the course activities, and provides supportive assistance as students develop their collaborative projects. The Gen Y teacher also helps facilitate and support the relationships between Gen Y students and their partner-teachers. The core of the model is the Gen Y class and the collaborative projects developed by Gen Y students and their partner-teachers for delivery to students in the partner-teacher’s class, as depicted in Figure 1.

Figure 1. The Generation Y Class



Generation YES provides fully participating schools with the following:

- A training workshop for the Generation Y teacher(s) and selected students
- Course materials, including curriculum guides, student workbooks, videos, CDs, etc.
- Access to online resources and consultants for the development of student projects
- Access to the searchable database of previous student projects
- Data collection and reporting services to monitor program outcomes

The program includes a series of online surveys and online project documentation facilities for Generation Y teachers, Generation Y students, and the Partner Teachers who work with the Generation Y students. Data from these sources, collected during the 2003-2004 school year, are presented in the tables on the following pages.

Generation Y Teacher Reports

At the close of each Generation Y class, teachers are asked to complete an online report that includes questions about the collaborative projects involving their students and partner teachers from their school, the technical and administrative infrastructure in their school, and their ratings of the usefulness of the GenY model, curriculum components, online services, etc. The tables in this section provide a summary of their responses.

Table 1
Average Numbers of Generation Y Students and Collaborative Projects

| Generation Y Teacher Survey Question | Average in classes |
|--|--------------------|
| How many students completed your GenY class? | 8.5 |
| How many collaborative projects were begun by your students? | 12.5 |
| How many projects were completed? | 12.5 |
| How many projects were delivered to a partner teacher's class? | 11.0 |

Table 2
Difficulty of Managing Collaborative Partnerships and Projects

| | Very Difficult | Difficult | OK | Easy | Very Easy |
|---|----------------|-----------|-------|------|-----------|
| How difficult was it to find partner teachers interested in participating? | 0.0 | 0.0 | 50.0 | 50.0 | 0.0 |
| How difficult was it to make good matches between those teachers and your Generation Y students? | 0.0 | 0.0 | 100.0 | 0.0 | 0.0 |
| How difficult was it to nurture and manage the working partnerships between your GenY students and their partner teachers? | 0.0 | 0.0 | 100.0 | 0.0 | 0.0 |
| How difficult was it to adjust the class for students and partner teachers with varying levels of expertise with computers? | 0.0 | 0.0 | 100.0 | 0.0 | 0.0 |

(percentages of approximately 2 reporting)

Table 3
Infrastructure and Administrative Context

| | Strongly Agree | Mostly Agree | Mixed | Mostly Disagree | Strongly Disagree |
|--|-----------------------|---------------------|--------------|------------------------|--------------------------|
| The computer and network infrastructure at our school is adequate. | 50.0 | 50.0 | 0.0 | 0.0 | 0.0 |
| Students have adequate permissions and privileges to use our computer and network resources, e-mail, and the Internet. | 50.0 | 0.0 | 50.0 | 0.0 | 0.0 |
| Our teachers are enthusiastic about the Generation Y model, in which they work in partnership with students to create curriculum and instruction materials and projects for other students to use. | 0.0 | 50.0 | 50.0 | 0.0 | 0.0 |
| The schedule and administrative structure and processes at our school are flexible enough to allow creative and varied collaboration between students and teachers. | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Generation Y is viewed in our school as a serious professional development and technical support model for teachers who want to integrate technology in their classrooms. | 0.0 | 50.0 | 50.0 | 0.0 | 0.0 |
| Generation Y projects are used to support other special initiatives in our school aimed at technology integration, professional development or curriculum development. | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 |

(percentages of approximately 2 reporting)

Table 4
Generation Y Teacher Ratings of Success and Impact

| | Strongly Agree | Mostly Agree | Mixed | Mostly Disagree | Strongly Disagree | No Opinion |
|--|-----------------------|---------------------|--------------|------------------------|--------------------------|-------------------|
| The GenY model is a good way to help teachers integrate technology in their classrooms. | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| The GenY model is a good way to make school more engaging and meaningful to students. | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| The GenY model is a good way for students to learn technology skills. | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| The GenY model is a good way for students to practice solving real-world problems. | 50.0 | 0.0 | 50.0 | 0.0 | 0.0 | 0.0 |
| The GenY training I received was adequate to prepare me to teach this course. | 0.0 | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| The GenY central office staff has been responsive and helpful when I have requested assistance. | 50.0 | 50.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| The GenY Curriculum Guide has been very useful to me in delivering the course. | 50.0 | 0.0 | 50.0 | 0.0 | 0.0 | 0.0 |
| The GenY Student Workbook has been very useful to me in delivering the course. | 0.0 | 50.0 | 50.0 | 0.0 | 0.0 | 0.0 |
| The GenY CD has been very useful to me in delivering the course. | 0.0 | 50.0 | 50.0 | 0.0 | 0.0 | 0.0 |
| The GenY Video has been very useful to me in delivering the course. | 0.0 | 50.0 | 50.0 | 0.0 | 0.0 | 0.0 |
| The GenY Website has been very useful to me in delivering the course. | 0.0 | 0.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| The GenY online system for registering schools, teachers, classes and students has been easy to use. | 50.0 | 50.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| The GenY online Classroom Management tools have been easy to use and helpful to me in delivering the course. | 50.0 | 0.0 | 50.0 | 0.0 | 0.0 | 0.0 |
| The GenY online Project Proposal, Feedback and Final Report system for students has been easy to use and helpful to me in delivering the course. | 50.0 | 0.0 | 50.0 | 0.0 | 0.0 | 0.0 |
| The online Archive of GenY collaborative projects has been easy to use and helpful to me in delivering the course. | 0.0 | 50.0 | 50.0 | 0.0 | 0.0 | 0.0 |
| We will continue to offer Generation Y classes at our school in the future. | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| I would be willing to serve as a trainer for teachers in my region who want to begin Generation Y programs in their schools. | 0.0 | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 |

(percentages of approximately 2 reporting)

Student Preliminary Survey Results

Students complete a preliminary survey when they register for the the Generation Y class. The survey includes demographics as well as questions about access to computers and the internet, current skill levels and prior use of digital tools. This information is summarized in the next set of tables.

Table 5
Participating Generation Y Students by Gender

| Gender | Percentage of Students (of 113 reporting) |
|--------|--|
| Male | 46.0 |
| Female | 54.0 |

Table 6
Participating Generation Y Students by Ethnicity

| Ethnicity | Percentage of Students (of 111 reporting) |
|--------------------------------|--|
| Caucasian | 23.4 |
| African American | 1.8 |
| Hispanic | 67.6 |
| Asian | 4.5 |
| Pacific Islander | 0.0 |
| Native American/Native Alaskan | 2.7 |
| Other | 0.0 |

Table 7
Computer Access at Home by Generation Y Students

| At home do you have access to: | Yes | No |
|--------------------------------|------|------|
| A computer | 89.2 | 10.8 |
| The Internet | 71.3 | 28.7 |
| Send and receive email | 60.7 | 39.3 |

(percentages of approximately 114 reporting)

Table 8
Frequency of Computer Use by Generation Y Students at Home and School

| How often do you use a computer? | Almost every day | At least once a week | Once or twice a month | Once or twice a semester | Never or don't have access |
|---|-------------------------|-----------------------------|------------------------------|---------------------------------|-----------------------------------|
| At home | 55.0 | 29.4 | 7.3 | 0.9 | 7.3 |
| At school | 57.9 | 29.0 | 2.8 | 7.5 | 2.8 |

(percentages of approximately 111 reporting)

Table 9
Student Experience With Computer and Technology Prior to Participating in Generation Y

| How much experience have you had with the following: | None | Just a little | Some | A lot |
|---|-------------|----------------------|-------------|--------------|
| Use word processing software | 11.6 | 18.8 | 26.8 | 42.9 |
| Search the Internet | 3.5 | 4.4 | 15.0 | 77.0 |
| Send and receive email | 19.5 | 17.7 | 15.0 | 47.8 |
| Use PowerPoint or other presentation software | 23.9 | 14.2 | 30.1 | 31.9 |
| Troubleshoot basic computer problems | 36.3 | 27.4 | 25.7 | 10.6 |
| Use a scanner to digitize a picture | 45.1 | 13.3 | 23.9 | 17.7 |
| Use a digital camera | 23.9 | 12.4 | 32.7 | 31.0 |
| Create a web page or web site | 61.1 | 17.7 | 14.2 | 7.1 |
| Touch-typing at least 15 words/minute | 12.4 | 11.5 | 29.2 | 46.9 |

(percentages of approximately 112 reporting)

Table 10
Frequency of Computer Use in Classes

| In the classes you took last semester/quarter, how often were computers used by you or your teachers? | Computers were never used | Computers were used once | Computers were used a few times | Computers were used about once per week | Computers were used several times per week |
|--|----------------------------------|---------------------------------|--|--|---|
| Math | 54.5 | 11.6 | 17.0 | 7.1 | 9.8 |
| Language Arts, Reading or English | 21.4 | 13.4 | 33.9 | 16.1 | 15.2 |
| Science | 44.2 | 14.2 | 23.9 | 8.0 | 9.7 |
| Social Studies, Geography or History | 52.2 | 12.4 | 18.6 | 7.1 | 9.7 |

(percentages of approximately 112 reporting)

Student Outcomes

Just before the class is over, students are prompted to complete a second online survey. Questions include how much practice students gained in various skill areas, what kind of collaborative projects were built, and how students rated their projects on several dimensions. The tables below summarize the outcomes reported by students.

Table 11
Practice Gained in Computing Skills by Generation Y Students

| During your work this semester as a Generation Y student, how much practice and experience did you get: | None, I didn't do this at all | Just a little; 2 hours or less | Some; 2 to 10 hours | Quite a bit; 10 to 20 hours total | A lot; more than 20 hours total |
|--|--------------------------------------|---------------------------------------|----------------------------|--|--|
| Using a keyboard to touch-type at least 15 words/min | 8.8 | 8.8 | 14.0 | 15.8 | 52.6 |
| Using word processing software | 1.8 | 30.4 | 1.8 | 28.6 | 14.3 |
| Searching the Internet | 1.8 | 12.3 | 14.0 | 24.6 | 47.4 |
| Sending and receiving e-mail | 14.0 | 26.3 | 19.3 | 31.6 | 8.8 |
| Using PowerPoint or other presentation software | 3.5 | 24.6 | 24.6 | 21.1 | 26.3 |
| Troubleshooting basic computer problems | 29.8 | 40.4 | 17.5 | 7.0 | 5.3 |
| Using a scanner to digitize a picture | 42.9 | 32.1 | 12.5 | 1.8 | 10.7 |
| Using a digital camera | 21.1 | 26.3 | 12.3 | 22.8 | 17.5 |
| Creating a Web page or Web site | 33.3 | 17.5 | 12.3 | 10.5 | 26.3 |

(percentages of approximately 60 reporting)

Table 12
Types of Collaborative Projects Built By Students and Partner Teachers

| Project Type | Percentage of projects that included this component: | Percentage of projects that were mainly focused on this component: |
|---|---|---|
| GenY student created or updated a Web page that was used by my partner teacher's class | 50.9 | 32.1 |
| GenY student helped other students search the Web for information on a class topic | 41.5 | 9.4 |
| GenY student developed an educational presentation using PowerPoint, HyperStudio, or other software | 86.8 | 30.2 |
| GenY student taught technology skills to a teacher | 83.0 | 13.2 |
| GenY student taught technology skills to other students | 56.6 | 3.8 |
| Other | 9.4 | 11.3 |

(percentages of approximately 53 reporting)

Table 13
Delivery of Collaborative Projects

| | Only Me | Only my Partner Teacher | Both of Us Together |
|---|----------------|--------------------------------|----------------------------|
| When the lesson was delivered to your partner-teacher's class, who taught the class that day? | 17.8 | 55.6 | 26.7 |

(percentages of approximately 45 reporting)

Table 14
Student Self-Assessments of Their Collaborative Projects

| Mark the answer that best describes your experience in Generation Y: | Strongly Agree | Agree | Disagree | Strongly Disagree | Not sure, N/A |
|---|-----------------------|--------------|-----------------|--------------------------|----------------------|
| I completed my project. | 57.1 | 28.6 | 3.6 | 1.8 | 8.9 |
| I am proud of my project. | 50.0 | 39.3 | 5.4 | 3.6 | 1.8 |
| As a result of my project, other students learned about technology. | 14.5 | 43.6 | 9.1 | 3.6 | 29.1 |
| As a result of my project, other students learned about a subject (e.g. history, math, English, etc.) | 14.3 | 51.8 | 10.7 | 1.8 | 21.4 |
| The feedback about my project proposal I got online was helpful. | 19.6 | 57.1 | 10.7 | 1.8 | 10.7 |
| My partner-teacher's expectations of me were clear and realistic. | 28.6 | 55.4 | 5.4 | 3.6 | 7.1 |
| My partner-teacher was able to meet with me regularly. | 14.3 | 55.4 | 17.9 | 10.7 | 1.8 |
| My partner-teacher and I worked together well as a team. | 12.7 | 61.8 | 9.1 | 5.5 | 10.9 |
| Overall, Generation Y was a good experience. | 78.6 | 16.1 | 0.0 | 1.8 | 3.6 |

(percentages of approximately 56 reporting)

Partner-Teacher Outcomes

At the end of each Generation Y class, participating Partner Teachers are asked to complete a survey about their experiences working with a GenY student on a collaborative, curriculum-building project. Partner teachers are asked about changes in their attitudes and use of technology, the amount of time spent on their projects, and their ratings of a number of dimensions related to the new curriculum units or lesson plans. Their responses are summarized in the tables below, along with a listing of the project titles.

Table 15
Self-Assessed Change In Computer Use by GenY Partner Teachers

| How has the frequency of the following changed as a result of your involvement with Generation Y? | More Frequently | Same Frequency | Less Frequently |
|---|-----------------|----------------|-----------------|
| You use computers to prepare for class, maintain class records, or do other school-related work. | 60.0 | 40.0 | 0.0 |
| You use computers for personal business, learning, or fun. | 36.7 | 60.0 | 3.3 |
| You use e-mail. | 50.0 | 50.0 | 0.0 |
| You use the World Wide Web. | 40.0 | 56.7 | 3.3 |
| Your students use computers during your classes. | 50.0 | 43.3 | 6.7 |
| Your students use computers outside of class to complete assignments for your class. | 56.7 | 43.3 | 0.0 |

(percentages of approximately 31 reporting)

Table 16
Self-Assessed Change In Partner Teachers' Comfort Using Technology

| How has your comfort level with the following changed as a result of your involvement with Generation Y? | More comfortable | Same level of comfort | Less comfortable |
|--|------------------|-----------------------|------------------|
| Using computers | 53.3 | 46.7 | 0.0 |
| Integrating computers into the curriculum | 63.3 | 36.7 | 0.0 |
| Helping students use computers | 46.7 | 53.3 | 0.0 |
| Using e-mail | 41.4 | 58.6 | 0.0 |
| Using the World Wide Web | 41.4 | 58.6 | 0.0 |

(percentages of approximately 31 reporting)

Table 17
Time Spent by Partner Teachers on Collaborative Projects

| | 2 hrs or less | 3-5 hours | 5-8 hours | > 8 hours |
|---|----------------------|------------------|------------------|---------------------|
| <i>Partner Teachers:</i> How much time, in total, did you spend working with your GenY student this semester? | 13.8 | 41.4 | 24.1 | 20.7 |

(percentages of approximately 31 reporting)

Table 18
Partner Teacher Evaluations of the Generation Y Experience

| Please indicate your level of agreement with each of the following: | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|-----------------------|--------------|-----------------|--------------------------|
| My student-partner completed his or her project. | 70.0 | 26.7 | 0.0 | 3.3 |
| My student-partner's project was of high quality. | 53.3 | 43.3 | 3.3 | 0.0 |
| I will use the lesson/Web page/presentation with which my student-partner helped in the future. | 66.7 | 33.3 | 0.0 | 0.0 |
| I would like to continue developing or refining this project in the future. | 46.7 | 46.7 | 6.7 | 0.0 |
| Choosing a project was relatively easy. | 20.0 | 73.3 | 6.7 | 0.0 |
| My role as a partner-teacher was clear to me. | 41.4 | 48.3 | 10.3 | 0.0 |
| As a consequence of Generation Y, I learned more about technology. | 40.0 | 50.0 | 10.0 | 0.0 |
| As a consequence of Generation Y, my students learned about technology. | 43.3 | 53.3 | 3.3 | 0.0 |
| As a consequence of Generation Y, my students learned about some content area. | 50.0 | 43.3 | 6.7 | 0.0 |
| Generation Y is a good method for providing support and assistance to teachers as they integrate technology into their classes. | 70.0 | 30.0 | 0.0 | 0.0 |
| My experience in Generation Y this semester will change the way I teach some lessons in the future. | 70.0 | 30.0 | 0.0 | 0.0 |
| I would like to work with another Generation Y student in the coming year. | 43.3 | 50.0 | 6.7 | 0.0 |
| I will continue rebuilding my lesson plans to make more use of educational technology. | 53.3 | 46.7 | 0.0 | 0.0 |

(percentages of approximately 31 reporting)

Table 19
Partner Teacher Attitudes Toward Educational Computing

| Please rate your opinions regarding the use of technology in education: | Strongly Agree | Agree | Disagree | Strongly Disagree | Due to my experience with Generation Y, I: | | |
|---|----------------|-------|----------|-------------------|--|------------------------|----------------------------|
| | | | | | Agree more than before | Agree less than before | Haven't changed my opinion |
| I see definite benefits to students from integrating technology into education. | 70.0 | 30.0 | 0.0 | 0.0 | 77.8 | 0.0 | 22.2 |
| Technology facilitates positive changes in classroom teaching and learning practices. | 66.7 | 33.3 | 0.0 | 0.0 | 70.6 | 0.0 | 29.4 |
| I want to learn more about using new technologies. | 66.7 | 33.3 | 0.0 | 0.0 | 88.2 | 0.0 | 11.8 |

(percentages of approximately 31 reporting)

Project List

Table 20
Archived Collaborative Projects

| School | Partner-Teacher | Project Name |
|-----------------------------|--------------------------|--|
| Bill E. Young Middle School | Mr. Vega | PowerPoint with Teacher |
| Bill E. Young Middle School | Ms. Rifkin | Living Organisms |
| Borrego Springs High School | Anne Bogardt | Student Life Film on iMovie |
| Borrego Springs High School | Charles King | Computer Skills Evaluation Test |
| Borrego Springs High School | Chuck King | Microsoft Office Producer Project (How to Properly Use Your Home Folder) |
| Borrego Springs High School | Chuck King | United Streaming Producer Module |
| Borrego Springs High School | Larry Talbert | Computer Driver's License Website |
| Borrego Springs High School | Larry Talbert | Computer ID Cards |
| Borrego Springs High School | Larry Talbert | Desktop Application Software Profiles |
| Borrego Springs High School | Larry Talbert, Chuck Kin | Information Technology Overview Producer Module |
| Borrego Springs High School | Mr. Randy Peyakov | Auto-Cad |
| Borrego Springs High School | Mr. Randy Peyakov | Small Engines - Parts Identification PowerpPoint Slideshow |
| Borrego Springs High School | Ms. Shick | Mimio White-Board Recording System |
| Borrego Springs High School | Robert Hoffman | Budget Meeting Presentation |
| Borrego Springs High School | Shanda Hahn | On-Line School Calendar |
| Calipatria High School | Jesus Ramirez | Biotechnical Research Materials |
| Calipatria High School | Mr. Goo | How To in Welding |
| Calipatria High School | Mr. Love | Punnette Squares |
| Calipatria High School | Mr. Romero | Physical Education PowerPoint Presentation |
| Calipatria High School | Mr. Rosales | High School Exit Exam Review Resources |
| Calipatria High School | Mr. Samuel Falk | The Cause and Course of World War One-PowerPoint |
| Calipatria High School | Mr. Widmann | Algebra Web Page |
| Calipatria High School | Mr.Fusi | Vocabulary Review Recources |
| Calipatria High School | Mr.Rojas | Spanish Grammar |
| Calipatria High School | Mrs. Fennell | Proportions of the Face |
| Calipatria High School | Mrs. Kissee | Sewing Machine |
| Calipatria High School | Mrs. Self | Diagraming Sentences |
| Calipatria High School | Ms. Cuenin | GPS |
| Calipatria High School | Ms. Luanna George | Word Analysis |
| De Anza Junior High School | Araceli Bottoms | The Parts of Speech |
| De Anza Junior High School | Debora Cress | Greek, Roman, and Norse Mythology Website |
| De Anza Junior High School | Elizabeth Fifer | World War II Website |
| De Anza Junior High School | Fernando Arguelles | Gary Soto, Author & Poet A Webpage |
| De Anza Junior High School | Jesus Nunez | The Middle Ages A PowerPoint Presentation |
| De Anza Junior High School | Josefina Cortez | Biography of Anne Frank on PowerPoint |
| De Anza Junior High School | Luie Bowen | PowerPoint Introduction: Rome |
| De Anza Junior High School | Margaret Alcalá | Academic Vocabulary Chapter One on PowerPoint |
| De Anza Junior High School | Mr. Padilla | A Virtual Field Trip and PowerPoint to the Bronx Zoo |
| De Anza Junior High School | Mrs. Cervantes | Turning Problems into Solutions- A PowerPoint Presentation |
| De Anza Junior High School | Mrs. Pineiro | Africa: the Roots of Mighty Empire - PowerPoint |
| De Anza Junior High School | Mrs. Romero | Sandra Cisneros |
| De Anza Junior High School | Ms. Borobia | Seedfolks- A PowerPoint Presentation |
| De Anza Junior High School | Ms. Castro-Wolfe | Irregular Practice Verbs... A Website |
| De Anza Junior High School | Ms. Galindo | Fables A PowerPoint Presentation |
| De Anza Junior High School | Ms. Grijalva | Chapter 3 Literary Terms: PowerPoint Presentation |
| De Anza Junior High School | Ms. Newell | Ginger for the Heart - A PowerPoint Presentation |
| De Anza Junior High School | Rebecca Soto | Zoo Phonics: A PowerPoint Presentation |

| | | |
|----------------------------|--------------------|---|
| De Anza Junior High School | Ruben Moreno | Nothing Gold Can Stay |
| De Anza Junior High School | Sherry Terril | Dark Ages - A PowerPoint Presentation |
| Heber Elementary School | Melissa Moreno | RSP Website for My School |
| Heber Elementary School | Miss Goudie | Miss Goudie's Class Home Web Page |
| Holtville High School | | Famous Mathematicians Presented using PowerPoint |
| Holtville High School | | Using United Streaming |
| Holtville High School | Andara Macdonald | Video Conferencing in the Classroom |
| Holtville High School | Maria Coronel | Spanish |
| Holtville High School | Mike McElhiney | ASB Website |
| Holtville High School | Mr. Ian Hunter | Tween Animation |
| Holtville High School | Ms. Thomlinson | PowerPoint Presentation on How to Make a powerful PowerPoint Presentation |
| Holtville High School | William Huyler | PowerPoint Presentation |
| Mountain Empire Sr. High S | | High School ASB Website |
| Mountain Empire Sr. High S | | Jr/Sr High School Brochure |
| Mountain Empire Sr. High S | | Junior High Counseling Website |
| Mountain Empire Sr. High S | | Native American Club Website |
| Mountain Empire Sr. High S | Becky Baker | Social Studies PowerPoint Slide Shows |
| Mountain Empire Sr. High S | Bill Leblanc | Mr. Leblanc's Website |
| Mountain Empire Sr. High S | Debi Inman | Rebuilding an Existing Website Using Dreamweaver |
| Mountain Empire Sr. High S | Don Jeffers | Video Clips for Channel One |
| Mountain Empire Sr. High S | Jennifer Wagner | Mrs. Wagners Webpage |
| Mountain Empire Sr. High S | Karen Evans | The RedHawk Squawk |
| Mountain Empire Sr. High S | Mari Mann | Junior High ASB Website |
| Mountain Empire Sr. High S | Mr. Jeffers | PowerPoint |
| Mountain Empire Sr. High S | Mr. Little | Information for Nigeria |
| Mountain Empire Sr. High S | Mr. McGuffin | Drama Web Page |
| Mountain Empire Sr. High S | Mr.MCcrerey | Mr. MCcrerey's Website |
| Mountain Empire Sr. High S | Mr.Tidwell | Wrestling Video |
| Mountain Empire Sr. High S | Mrs. Baker | Mrs. Baker's Geography PowerPoint |
| Mountain Empire Sr. High S | Mrs. Evans | Brochure |
| Mountain Empire Sr. High S | Mrs. Inman | PowerPoint Presentation- "Of Mice and Men" |
| Mountain Empire Sr. High S | Mrs. Leedom | Our School- San Pasqual |
| Mountain Empire Sr. High S | Mrs. Mann | Mrs. Mann's English Website |
| Mountain Empire Sr. High S | Mrs. Monson | Digestive System for 5th Graders |
| Mountain Empire Sr. High S | Mrs. Palovchik | Bilingual Tutors Website |
| Mountain Empire Sr. High S | Mrs. Sherbody | Mrs. Sherbody's Website |
| Mountain Empire Sr. High S | Mrs. Sue Sherbondy | Web Page Design |
| Mountain Empire Sr. High S | Ms. Franco | Envelopes |
| Mountain Empire Sr. High S | Ms. Inman | Mrs. Inman's Website |
| Mountain Empire Sr. High S | Ms. Kari Maxwell | Mountain Empire Junior High Website |
| Mountain Empire Sr. High S | Ms. McGinnis | Library Website |
| Mountain Empire Sr. High S | Ms. Swiftarrow | Anatomy Posters for Ms. Swiftarrow |
| Mountain Empire Sr. High S | Rauna Fox | Downloading Clips of Fractions |
| Mountain Empire Sr. High S | Renee Young | Earthquakes |
| Mountain Empire Sr. High S | Susan Lafo | Mountain Empire High School Website |
| Mountain Empire Sr. High S | Tiffany Craft | English |
| Mountain Empire Sr. High S | Tina Carr | Band and Choir Web Page |
| Warner High School | Deanne Daugherty | Cinderella Literary Comparison |
| Warner High School | Dennis Davison | Ohm's Law |
| Warner High School | Kathy Enloe | Web Page Development |
| Warner High School | Scott Jones | Physical Education Warm-Up Physiology |
| Warner High School | Sherri Freeman | Ag Mechanics Tool Identification A PowerPoint Presentation |
| William Moreno Jr. High Sc | Blanca J. Jimenez | Research Using the Internet |
| William Moreno Jr. High Sc | Blanca Jimenez | The History of Pythagoras (PowerPoint Presentation) |
| William Moreno Jr. High Sc | Diego Romero | Online Research Techniques |

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| William Moreno Jr. High Sc | Martha Guillen | Parts of Speech through PowerPoint |
| William Moreno Jr. High Sc | Monica Rendon | Using Microsoft Word For Writing a Research Paper |
| William Moreno Jr. High Sc | Mr. Alvaro Carrillo | Online Research Techniques |
| William Moreno Jr. High Sc | Mrs. Alma Flores | PowerPoint Presentation |
| William Moreno Jr. High Sc | Mrs. Alma Flores | Scanning Images Into Word Documents |
| William Moreno Jr. High Sc | Mrs. Mayra Veloz | Writing, Reciting and Publishing Poetry |
| William Moreno Jr. High Sc | Mrs. Tabarez | Learning about Note Cards on PowerPoint |
| William Moreno Jr. High Sc | Mrs.Korina Tabarez | Showing Students How to Use the Internet for their Research Paper |
| William Moreno Jr. High Sc | Mrs.Rosalie Carrillo | Teaching Students How to do Research Online |
| William Moreno Jr. High Sc | Rosalie Carrillo | How to Make Notecards: A PowerPoint Presentation |
| William Moreno Jr. High Sc | Shanna Panela | Using the Interwrite Wireless Pads For Writing Workshops |
| William Moreno Jr. High Sc | Stephen Marchion | How to do a Research Paper on PowerPoint |
| William Moreno Jr. High Sc | Veronica Cecena | Videotaping Shakespeare Performances |